

Montana Instructional Alignment Grade Level: 4		
Content Standards		
Communication Arts Content Standard 1 Speaking and Listening —Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
1.1 identify and describe the components of the communication process (sender/speaker, receiver/listener, message, medium/channel, feedback, interference/noise)	A. Model the communication process and all of its component parts B. Using the model, describe how the communication process works, using all the key vocabulary (sender/speaker, receiver/listener, message, medium/channel, feedback, and noise/interference)	
1.2 identify and use verbal and nonverbal techniques to deliver oral messages	A. Use tone and vocal expression to enhance the meaning of an oral message B. Understand and use appropriate language register when speaking	Enhance, language register
1.3 identify and use effective listening strategies	A. Identify note taking strategies effective for listeners B. List main ideas and details from an oral message C. Accurately summarize the message of a speaker D. Effectively use verbal and nonverbal listening techniques when listening	Main ideas, details, summarize
1.4 choose topics and organize information to present effective oral messages	A. Independently select topics to report, tell a story, or recount an experience. B. Organize information, appropriate facts and descriptive details that support the main idea or theme chronologically or topically	

1.5 adapt communication to a variety of audiences, settings and purposes	A. Adapt communication to audience – peers, older students and adults B. Adapt communication to setting – classmates, classroom, grade level and school C. Adapt communication to purpose – inform and discuss	Adapt
1.6 use feedback to monitor speaking and listening effectiveness	A. Recognize the level of audience attentiveness based on eye contact and body language B. Review ideas expressed and apply personal understandings appropriately paraphrase information presented orally	Attentiveness, paraphrase
1.7 use appropriate strategies to listen and respond to stories from the oral traditions of different cultures, including Montana American Indians	A. Respond to traditional stories showing an awareness of a culture's categorization and purpose of the story B. Compare and contrast two traditional stories, including Montana American Indian stories, using culturally appropriate vocabulary (e.g., costume vs. dress vs. regalia; tribal name vs. traditional tribal names; formal vs. informal names)	
1.8 display respectful behavior when speaking and listening	A. Display respectful speaking and listening behaviors	

Communication Arts Content Standard 2 Reading — Students read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
2.1 decode unknown words combining the elements of phonics, use of word parts, and context clues	A. Use elements of phonics to decode words B. Use word parts, affixes, hyphenated forms, syllabication, inflected endings C. Use context clues to decode words	Affixes, hyphenated, syllabication
2.2 develop and apply general and content specific vocabulary through the use of context clues, analysis of word parts, and reference sources	A. Use context clues and word analysis to develop vocabulary B. Use dictionary C. Use thesaurus D. Use homonyms (homophones and homographs) to derive word meaning E. Use affixes and roots to derive word meaning	Homonyms
2.3 read sight words and materials fluently, applying word accuracy, phrasing, rate and expression	A. Read aloud grade level sight word vocabulary B. Read grade level sight words with automaticity	Pace, phrasing, media features
2.4 use appropriate strategies (reread, read ahead, use decoding and context clues, recognize media features) to monitor comprehension and self correct when comprehension breaks down	A. Monitor for meaning and identify when comprehension breaks down B. Use appropriate self-correction strategies to increase comprehension <ul style="list-style-type: none"> • Reread • Read ahead • Decoding • Context clues • Determine word meaning • Use text features 	

2.5 activate prior knowledge to make connections to text	A. Use prior knowledge to enhance comprehension	
2.6 make and revise predictions	A. Use prior knowledge to make predictions about the text B. Use text to make, confirm or revise predictions	
2.7 generate and answer questions to clarify meaning by locating specific information in text	A. locate key information from the text and use text features to answer questions B. generate questions to clarify text	
2.8 recall and explain a series of events or the sequence of information	A. identify main events and/or key concepts from the text B. sequence and explain a series of events and/or key concepts from the text.	
2.9 identify main ideas and supporting details	A. identify multiple main ideas in a text B. identify the details that support each main idea	
2.10 make inferences based on context clues and/or background knowledge	A. make inferences about the text based on prior knowledge B. make inferences based on context clues in the text C. make inferences based on both prior knowledge and context clues D. select information from the text that supports inferences	Literal, inference

2.11 identify and use text features to enhance comprehension	A. identify and use multiple text features <ul style="list-style-type: none"> • Table of contents • Title • Graphs • Charts • Maps • Headings • Subheadings • Italics • Bold faced print • Glossary • Index • Captions • Illustrations • Photographs • Diagrams 	Captions, heading, subheading, diagram, italics,
2.12 identify the organizational structure of a selection, including sequential, problem-solution and cause-effect	A. Identify the organizational structures of informational text: sequential, problem-solution, and cause-effect B. Identify the organizational structures of various genres (e.g. poem, play, tall tale, legend, fairy tale, how-to, journals and traditional literature {including selections by and about Montana American Indians})	Legend, tall tale, fairy tale, American Indian literature, how-to, journals
2.13 compare and contrast information to explain and explore relationships within and across texts	A. Compare and contrast information within and across texts <ul style="list-style-type: none"> • Character • Setting • Plot • Text organization/genre • Main ideas 	

	B. Explain the similarities and differences of literary elements, organizational structures and main ideas within and across texts	
2.14 recognize author's purpose, point of view, and language use in culturally diverse texts, including those by and about Montana American Indians	A. read a variety of culturally diverse texts including those by and about Montana American Indians B. Recognize author's purpose <ul style="list-style-type: none"> • Entertain • Inform • Persuade C. recognize point of view <ul style="list-style-type: none"> • First person • Third person D. recognize that author's word choice is influenced by culture	
2.15 set goals for reading progress	A. Identify reading strengths and weaknesses <ul style="list-style-type: none"> • Fluency • Word learning skills • Lack of practice • Vocabulary • Comprehension B. Select targets for improvement C. Monitor and record progress toward reaching goals	

Communication Arts Content Standard 3 Literature — Students select, interpret, and respond to a range of literature.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
3.1 identify basic literary elements (setting, plot, problem/solution, character)	A. Identify multiple settings (where and when), main and supporting characters and multiple problems and solutions in a	Summary

	story B. Summarize the plot of the story	
3.2 explain how authors' choices of language and use of devices contribute to the meaning of literary works	A. Explain how the author's choice of words and phrases enhance the meaning of text B. Identify similes and simple metaphors and their use in text C. Identify onomatopoeia and its use in text D. Identify personification and its use in text	Simile, metaphor, onomatopoeia, personification
3.3 identify the characteristics of select literary genres	A. Identify the characteristics of biographies, magazines, adventure stories, mysteries, historical fiction B. Identify the characteristics of poetry (Haiku, Cinquain, Diamante)	Biography, magazine, Haiku, Cinquain, Diamante
3.4 identify how culture and history are represented in literary works, including works of Montana American Indians	A. Read multiple pieces of literature and identify how cultures are represented, including literature by and about Montana American Indians B. Read multiple pieces of literature from different time periods and identify how the author portrays this time period	Historical time periods
3.5 identify similarities and differences between personal experiences and literary works, including the works of Montana American Indians	A. Identify similarities and differences between multiple culturally diverse texts, including those by and about Montana American Indians B. Relate similarities and differences in multiple texts to personal experiences	
3.6 express and justify personal responses to literature	A. Formulate responses to literature using personal experience and/or evidence from the text to justify responses	Culturally diverse

Communication Arts Content Standard 4 Media Literacy — Students effectively evaluate and create media messages.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
4.1 recognize that media messages are constructed using specific techniques for specific purposes (e.g., entertain, persuade, inform)	A. Identify techniques used by media creators in media messages (entertain, persuade, inform, etc.) B. Understand that media creators choose specific techniques for specific purposes (entertain, persuade, inform, etc.)	
4.2 identify the sources of media messages	A. Identify the sources of media messages B. Determine if the media message is relevant, appropriate, detailed, current, authoritative, or biased	
4.3 identify fact, fiction and opinion in various media messages, including messages about Montana American Indians	A. Identify facts in various media messages B. Identify fiction in various media messages C. Identify opinion in various media messages	
4.4 recognize the norms, rules, laws and etiquette that govern the use and creation of media messages	A. Recognize the norms that govern the use and creation of media messages B. Recognize the rules that govern the use and creation of media messages C. Recognize the laws that govern the use and creation of media messages D. Recognize the etiquette that governs the use and creation of media messages	
4.5 recognize consequences to self and others when using and creating media messages	A. Recognize consequences to self and others when using and creating any and all media messages	
4.6 create a media message for specific audiences and purposes (e.g., inform, entertain, or persuade)	A. Create media messages for specific audiences	

	B. Create media messages for specific purposes (e.g., inform, entertain, or persuade)	
4.7 recognize that media messages embed values and influences individuals, cultures and societies	A. Recognize that all media messages embed values B. Recognize that those embedded values influence individuals, cultures, and societies	

Communication Arts Content Standard 5 Writing — Students will write to communicate effectively for a variety of purposes and audiences.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
5.1 identify and demonstrate the steps used in the writing process: prewriting, planning, drafting, revising, editing, publishing	A. Identify each step used in the writing process B. Explain the purpose of each step used in the writing process C. Plan written works using prewriting strategies to create opinion/argument, informative/explanatory and narrative/creative texts D. Draft written works E. Revise written works based on feedback F. Edit a written work based on feedback G. Publish written works	
5.2 select appropriate topics and generate topic sentences that indicate the writer's purpose for writing	A. Determine purpose for writing B. Generate ideas C. Select topic D. Narrow topic according to purpose E. Write topic sentence indicating purpose	

5.3 generate and develop main ideas using supporting details	<p>A. Develop the topic with appropriate facts, definitions, concrete details, quotations or other information and examples related to the topic</p> <p>B. Use techniques such as dialogue and description to develop narrative writing</p> <p>C. Provide reasons that are supported by facts and details</p>	
5.4 organize writing using a logical progression of ideas	<p>A. Organize writing with introductions and conclusions</p> <p>B. Organize writing into multiple paragraphs demonstrating a logical progression of ideas</p> <p>C. Use basic transitional words and phrases to manage the sequence of events</p>	
5.5 demonstrate awareness of language choices and their impact on writing through use of voice, sentence fluency, and word choice when writing	<p>A. Use appropriate vocabulary, concrete words and phrases, and sensory details.</p> <p>B. Write fluently using complete sentences with varying lengths</p> <p>C. Demonstrate voice and personality in writing</p>	
5.6 identify and practice conventions of standard written English (e.g., usage, punctuation, spelling) appropriate purpose, audience, and form	<p>A. Practice cursive handwriting</p> <p>B. Practice keyboarding skills</p> <p>C. Spell grade level words correctly</p> <p>D. Use quotation marks in dialogue</p> <p>E. Use commas in series, dialogue, greetings and closings of letter, addresses and dates</p>	



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	<p>F. Recognize and use nouns, verbs, pronouns, adjectives, adverbs, articles, conjunctions, prepositions and interjections</p> <p>G. Write complete sentences and paragraphs, with attention to agreement</p> <p>H. Correctly use frequently confused words (e.g., too, to, two; their, there, they're)</p>	
5.7 identify the purpose, audience, and format in one's own writing	<p>A. Write using various formats for a variety of purposes and audiences.</p> <p>B. Identify the format, purpose, and audience in one's own writing</p>	
5.8 identify and write using different writing forms and genres	<p>A. Identify writing according to forms/genres/mode</p> <p>B. Write opinion/argument, informative/explanatory and narrative/creative texts in a variety of forms</p> <p>C. Write routinely single sitting or extended time frames (time for research, reflection, revision) and shorter time frames (single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences</p>	
5.9 demonstrate ability to maintain topical focus throughout written work	<p>A. Write multiple paragraphs that maintain topical focus throughout the written work</p>	
5.10 use information problem solving process to research a topic	<p>A. Recognize the problem or task</p> <p>B. Identify the topic</p> <p>C. Discuss the steps needed to solve the problem or task</p> <p>D. Generate research questions</p>	

	<p>E. Construct a list of possible resources that include print and digital</p> <p>F. Determine relevant resources to solve the problem or task</p> <p>G. Take notes and compile a list of sources used</p> <p>H. Share results of the research with others</p>	
5.11 identify the owner of ideas and information, with respect to all forms of information (e.g., oral resources), including Montana American Indians	<p>A. Record basic bibliographic data, including author, title, copyright date, and relevant publication data identifying source format</p> <p>B. Differentiate between borrowed and original ideas</p> <p>C. Define concept of plagiarism</p>	
5.12 set goals for writing progress	<p>A. Set appropriate goals for writing progress</p> <p>B. Recognize progress in reaching goals</p>	
5.13 recognize and use writing as a means of clarifying thinking and reflecting	<p>A. Use guided writing activities to clarify concepts and ideas</p> <p>B. Use guided writing activities to reflect on learning</p> <p>C. Use writing to reflect on personal experiences</p>	